



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2009  
Code: 11481385  
SAU: Sanford School Department  
School: Carl J Lamb School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

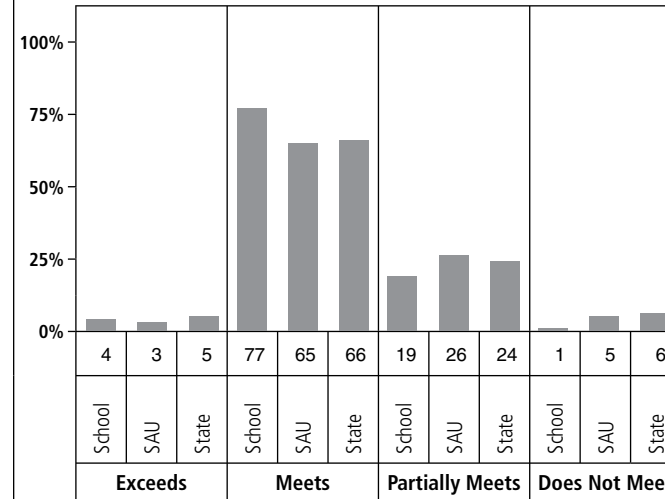
SAU: Sanford School Department

School: Carl J Lamb School

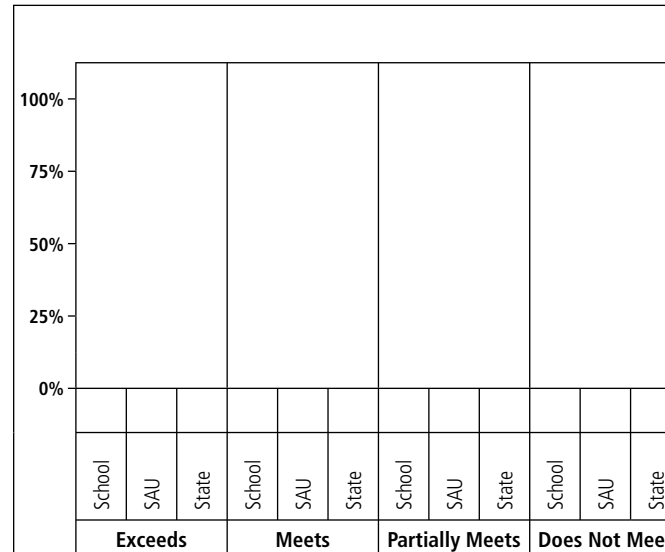
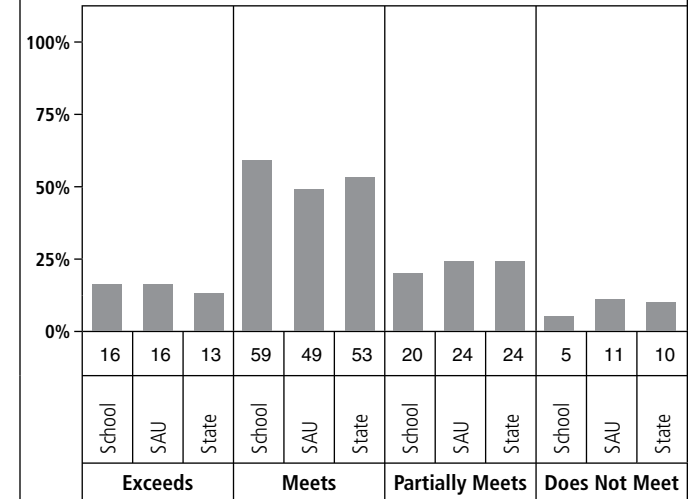
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	444	444	445
2007–2008	447	445	445
<b>2008–2009</b>	<b>447</b>	<b>445</b>	<b>446</b>
Cum. Avg.*	446	445	445
<b>Mathematics</b>			
2006–2007	443	442	445
2007–2008	447	445	445
<b>2008–2009</b>	<b>449</b>	<b>447</b>	<b>446</b>
Cum. Avg.*	447	445	445

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 4  
SAU: Sanford School Department  
School: Carl J Lamb School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	90	100	238	100	13805	100	88	98	234	98	13737	100	89	99	235	99	13746	100						
<b>Ethnicity</b> African American/Black	2	2	5	2	419	3	2	100	5	100	410	98	2	100	5	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	6	7	12	5	229	2	6	100	12	100	223	97	6	100	12	100	227	99						
Hispanic	0	0	2	1	149	1	0	0	2	100	148	99	0	0	2	100	148	99						
Caucasian/White	82	91	219	92	12883	93	80	98	215	98	12832	100	81	99	216	99	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	26	29	57	24	2383	17	24	92	55	96	2366	100	25	96	56	98	2364	99						
<b>Current LEP</b>	4	4	12	5	377	3	4	100	12	100	362	96	4	100	12	100	373	99						
<b>Economically disadvantaged</b>	50	56	135	57	5819	42	49	98	134	99	5782	99	50	100	135	100	5788	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	53	59	164	69	10439	76	53	59	164	69	10471	76						
Identified disability (PET/IEP)	2	4	4	2	351	3	2	4	4	2	367	4						
LEP	0	0	6	4	171	2	0	0	6	4	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
<b>Participation with accommodations</b>	28	31	63	26	3142	23	32	36	67	28	3138	23						
Identified disability (PET/IEP)	15	54	44	70	1860	59	19	59	48	72	1860	59						
LEP	4	14	6	10	186	6	4	13	6	9	198	6						
504 plan	2	7	3	5	71	2	2	6	3	4	73	2						
Other	9	32	13	21	1060	34	9	28	13	19	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	7	8	7	3	155	1	4	4	4	2	137	1						
Identified disability (PET/IEP)	7	100	7	100	155	100	4	100	4	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	11	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	2	2	4	2	57	0	1	1	3	1	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Sanford School Department  
School: Carl J Lamb School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	2	3	11	5	507	4
	2007-2008	3	5	5	2	559	4
	<b>2008-2009</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>672</b>	<b>5</b>
	Cum. Total*	8	4	23	4	1738	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	35	56	108	52	8749	63
	2007-2008	42	67	129	58	8308	59
	<b>2008-2009</b>	<b>62</b>	<b>77</b>	<b>148</b>	<b>65</b>	<b>8917</b>	<b>66</b>
	Cum. Total*	139	67	385	59	25974	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	22	35	66	32	3467	25
	2007-2008	14	22	74	33	3922	28
	<b>2008-2009</b>	<b>15</b>	<b>19</b>	<b>60</b>	<b>26</b>	<b>3241</b>	<b>24</b>
	Cum. Total*	51	25	200	31	10630	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	3	5	21	10	1165	8
	2007-2008	4	6	14	6	1264	9
	<b>2008-2009</b>	<b>1</b>	<b>1</b>	<b>12</b>	<b>5</b>	<b>751</b>	<b>6</b>
	Cum. Total*	8	4	47	7	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.2	67.1	30.8	64.2	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.7	69.6	16.0	66.7	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	15.5	64.6	14.8	61.7	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Sanford School Department  
 School: Carl J Lamb School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	81	3	4	62	77	15	19	1	1	447	227	3	65	26	5	445	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	2										5	0	60	20	20	441	408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	6	1	17	5	83	0	0	0	0	449	12	8	83	8	0	449	221	9	62	22	7	447
Hispanic	0										2						146	1	64	28	6	445
Caucasian/White	73	2	3	56	77	14	19	1	1	446	208	3	64	28	5	445	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	14	82	2	12	1	6	445	48	0	50	35	15	441	2211	1	39	42	18	439
No	64	3	5	48	75	13	20	0	0	447	179	4	69	24	3	446	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	4										12	8	83	8	0	448	357	3	42	36	19	440
No	77	2	3	59	77	15	19	1	1	446	215	3	64	27	6	445	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	42	1	2	31	74	9	21	1	2	446	127	2	57	33	7	444	5677	2	57	32	9	443
No	39	2	5	31	79	6	15	0	0	447	100	4	75	18	3	447	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	445
No	81	3	4	62	77	15	19	1	1	447	227	3	65	26	5	445	13575	5	66	24	6	446
<b>Gender</b>																						
Female	37	2	5	30	81	5	14	0	0	448	105	5	70	22	4	447	6580	7	68	21	5	448
Male	44	1	2	32	73	10	23	1	2	445	122	2	61	30	7	444	7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	2	29	4	57	1	14	439	33	0	30	58	12	439	2127	1	48	42	9	441
No	74	3	4	60	81	11	15	0	0	447	194	4	71	21	4	446	11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	1										4						324	27	72	1	0	458
No	80	3	4	61	76	15	19	1	1	446	223	3	65	27	5	445	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Sanford School Department

School: Carl J Lamb School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	1	0	0	1	100	0	0	0	0	444	3	0	29	43	29	437	4	2	45	36	17	441
B. less than one hour	70	2	4	43	75	11	19	1	2	447	70	4	64	27	5	446	75	5	67	23	4	447
C. one to two hours	23	1	5	15	79	3	16	0	0	446	22	2	68	26	4	445	18	5	67	23	5	447
D. more than two hours	5	0	0	3	75	1	25	0	0	446	4	0	56	44	0	443	2	3	45	36	16	442
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	32	3	12	20	77	2	8	1	4	450	36	9	67	20	4	449	40	8	71	17	4	449
B. good	51	0	0	31	76	10	24	0	0	445	47	0	66	29	5	444	45	3	66	25	5	446
C. fair	17	0	0	11	79	3	21	0	0	444	12	0	62	31	8	441	13	1	54	35	10	442
D. poor	0										5	0	10	70	20	435	2	0	39	42	19	439
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	26	0	0	16	76	5	24	0	0	446	37	1	65	27	8	445	31	8	69	19	4	448
B. They match some of what I have learned.	56	2	4	35	78	7	16	1	2	447	45	5	65	29	1	446	53	4	68	23	4	447
C. They match just a little of what I have learned.	11	1	11	6	67	2	22	0	0	447	10	5	64	18	14	443	11	2	54	35	10	442
D. There is no match.	7	0	0	5	83	1	17	0	0	446	8	0	50	38	13	441	4	1	39	40	20	439
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	10	1	13	6	75	1	13	0	0	448	20	2	44	47	7	442	19	4	54	31	11	443
B. about the same as my regular schoolwork	80	2	3	51	78	11	17	1	2	447	70	3	71	21	5	446	63	6	69	22	4	447
C. easier than my regular schoolwork	10	0	0	5	63	3	38	0	0	444	10	10	57	33	0	447	18	4	68	23	5	446
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	14	0	0	8	73	3	27	0	0	444	20	0	45	43	12	440	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	59	3	6	34	72	9	19	1	2	446	55	4	70	23	3	446	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	27	0	0	18	86	3	14	0	0	449	25	4	63	27	6	446	35	9	72	16	3	449
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	10	0	0	6	75	2	25	0	0	446	11	4	67	25	4	447	21	8	68	19	5	448
B. 20 minutes to an hour	74	3	5	48	80	8	13	1	2	447	73	4	69	21	6	446	55	5	70	21	4	447
C. less than 20 minutes	10	0	0	5	63	3	38	0	0	443	7	0	33	53	13	439	13	2	57	33	8	443
D. I rarely read at home.	6	0	0	3	60	2	40	0	0	446	9	0	37	63	0	441	11	1	51	37	11	442
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	27	0	0	16	76	5	24	0	0	445	29	5	52	33	10	443	25	3	59	30	8	444
B. six to ten pages	31	0	0	20	83	4	17	0	0	448	26	0	69	25	5	445	24	4	64	26	6	445
C. eleven or more pages	42	3	9	23	70	6	18	1	3	447	45	4	67	26	3	446	51	7	70	20	4	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										40	0	0	100	0	439						
C.	0										20	0	0	0	100	430						
D.	0										40	0	50	50	0	442						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Sanford School Department  
School: Carl J Lamb School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	4	6	11	5	1054	8
	2007-2008	4	6	14	6	1321	9
	<b>2008-2009</b>	<b>14</b>	<b>16</b>	<b>36</b>	<b>16</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	22	10	61	9	4087	10
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	30	48	94	46	7394	53
	2007-2008	39	62	120	54	7079	51
	<b>2008-2009</b>	<b>50</b>	<b>59</b>	<b>114</b>	<b>49</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	119	57	328	50	21743	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	20	32	73	35	3729	27
	2007-2008	15	24	70	32	3955	28
	<b>2008-2009</b>	<b>17</b>	<b>20</b>	<b>55</b>	<b>24</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	52	25	198	30	10903	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	8	13	28	14	1735	12
	2007-2008	5	8	17	8	1642	12
	<b>2008-2009</b>	<b>4</b>	<b>5</b>	<b>26</b>	<b>11</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	17	8	71	11	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	32.7	68.1	31.2	65.0	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	13.7	68.5	12.9	64.5	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.5	68.8	5.2	65.0	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	6.9	69.0	6.7	67.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.6	66.0	6.3	63.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 4

SAU: Sanford School Department

School: Carl J Lamb School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	85	14	16	50	59	17	20	4	5	449	231	16	49	24	11	447	13609	13	53	24	10	446
<b>Ethnicity</b>																						
African American/Black	2										5	20	40	40	0	447	415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	6	1	17	5	83	0	0	0	0	452	12	25	67	0	8	453	225	22	45	20	12	448
Hispanic	0										2						147	3	58	30	10	443
Caucasian/White	77	12	16	45	58	16	21	4	5	449	212	15	49	25	12	447	12699	13	54	23	10	447
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	21	0	0	11	52	8	38	2	10	440	52	2	33	35	31	436	2227	3	34	33	30	437
No	64	14	22	39	61	9	14	2	3	452	179	20	54	21	6	450	11382	14	57	22	7	448
<b>Current LEP</b>																						
Yes	4										12	25	58	8	8	451	370	7	35	31	27	439
No	81	13	16	47	58	17	21	4	5	449	219	15	49	25	11	447	13239	13	54	23	10	447
<b>Economically disadvantaged</b>																						
Yes	46	6	13	25	54	11	24	4	9	446	131	13	43	27	18	444	5704	6	48	30	16	442
No	39	8	21	25	64	6	15	0	0	453	100	19	58	20	3	451	7905	18	57	19	6	450
<b>Migrant</b>																						
Yes	0										0						6	17	33	50	0	448
No	85	14	16	50	59	17	20	4	5	449	231	16	49	24	11	447	13603	13	53	24	10	446
<b>Gender</b>																						
Female	38	6	16	26	68	5	13	1	3	450	106	17	51	24	8	448	6591	12	54	24	11	446
Male	47	8	17	24	51	12	26	3	6	448	125	14	48	24	14	446	7018	13	53	24	10	447
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	3	43	2	29	2	29	437	33	0	30	52	18	438	2131	3	41	38	18	440
No	78	14	18	47	60	15	19	2	3	450	198	18	53	19	10	449	11478	14	56	21	9	448
<b>Gifted/talented program</b>																						
Yes	1										4						324	64	34	2	0	464
No	84	14	17	49	58	17	20	4	5	449	227	15	50	24	11	447	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Sanford School Department

School: Carl J Lamb School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	50	1	50	423	4	0	25	38	38	433	4	4	37	30	28	438
B. less than one hour	71	10	17	34	57	13	22	3	5	449	71	16	51	24	10	447	75	13	55	23	9	447
C. one to two hours	22	3	16	14	74	2	11	0	0	452	22	21	45	19	15	448	18	12	54	24	10	446
D. more than two hours	5	1	25	2	50	1	25	0	0	450	4	11	22	56	11	443	2	7	39	29	25	440
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	33	9	32	14	50	3	11	2	7	453	37	32	44	12	11	452	37	22	56	16	7	451
B. good	49	5	12	26	62	10	24	1	2	449	41	9	51	29	11	445	45	9	56	25	9	446
C. fair	14	0	0	8	67	4	33	0	0	445	18	3	41	41	15	441	14	3	46	34	17	440
D. poor	4	0	0	2	67	0	0	1	33	437	4	0	75	13	13	441	3	2	33	35	29	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	32	5	19	21	78	1	4	0	0	454	37	20	59	16	5	452	35	19	56	19	7	450
B. They match some of what I have learned.	55	7	15	26	55	10	21	4	9	447	46	17	48	24	11	446	51	11	56	25	8	446
C. They match just a little of what I have learned.	9	2	25	2	25	4	50	0	0	447	13	7	19	37	37	436	10	5	43	31	21	440
D. There is no match.	4	0	0	1	33	2	67	0	0	440	4	0	22	67	11	436	4	3	26	33	37	434
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	18	1	7	6	40	7	47	1	7	442	20	7	38	38	17	442	17	5	44	31	20	441
B. about the same as my regular schoolwork	61	7	14	36	71	5	10	3	6	450	60	16	56	19	9	448	62	13	57	23	7	448
C. easier than my regular schoolwork	21	6	33	8	44	4	22	0	0	453	20	28	35	23	14	449	21	18	53	19	10	449
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	7	3	50	1	17	1	17	1	17	448	9	15	25	25	35	439	7	6	36	32	27	438
B. 30–45 minutes	12	0	0	7	70	3	30	0	0	447	22	2	49	34	15	443	25	7	52	28	12	444
C. 45–60 minutes	35	2	7	17	57	9	30	2	7	446	23	10	47	37	6	446	38	14	56	22	8	448
D. more than 60 minutes	46	9	23	25	64	4	10	1	3	452	47	26	51	14	9	451	30	18	56	19	7	449
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	11	0	0	5	56	3	33	1	11	443	6	0	38	38	23	439	3	4	36	31	28	438
B. two or three days a week	25	2	10	16	76	2	10	1	5	451	17	6	67	22	6	448	12	13	51	26	10	446
C. two or three times each month	32	7	26	14	52	5	19	1	4	450	35	22	47	24	7	449	32	15	58	20	7	449
D. never or almost never	32	5	19	15	56	6	22	1	4	449	42	18	42	23	18	446	53	11	53	25	11	446
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	32	6	22	12	44	6	22	3	11	448	25	13	40	31	16	444	26	12	50	25	13	445
B. two or three days a week	30	3	12	18	72	4	16	0	0	451	30	19	50	22	9	449	32	14	57	21	7	448
C. two or three times each month	21	3	17	11	61	4	22	0	0	452	26	18	54	23	5	450	26	13	56	22	8	448
D. never or almost never	17	2	14	8	57	3	21	1	7	444	19	15	44	22	20	443	17	9	50	27	13	444
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										40	0	0	50	50	434						
C.	0										20	0	0	0	100	424						
D.	0										40	0	100	0	0	451						